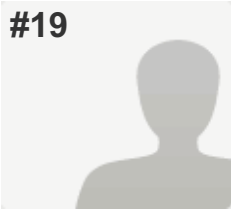


#19

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Thursday, June 09, 2016 8:03:56 AM**Last Modified:** Thursday, June 09, 2016 9:20:28 AM**Time Spent:** 01:16:31**IP Address:** 67.43.18.157

## PAGE 2

<b>Q1: Name of School District:</b>	Bettendorf Community School District
<b>Q2: Name of Superintendent</b>	Theron Schutte
<b>Q3: Person Completing this Report</b>	Theron Schutte

## PAGE 3

**Q4: 1a. Local TLC Goal**

Retain our most effective teachers by providing teacher leader career opportunities that come with increased leadership responsibilities and compensation.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The Bettendorf CSD Teacher Leadership & Compensation plan included three full release curriculum and professional development leaders, thirteen instructional coaches and thirty two model teachers for the 2015-2016 school year. The district is looking to be even more progressive as we have hired two additional instructional technology coaches for the 16/17 school year. At the end of the 15-16 school year, all full release teacher leaders were retained and desired to continue with their current leadership positions. All model teachers receive a one year contract that allows new hires to cycle into the positions, and also allows the district to focus on different concentration areas. The district's annual teacher retention rates (for all licensed staff) are as follows: 2010-2011 94.19%, 2011-2012 89.86%, 2012-2013 91.9%, 2013-2014 92.13%, 2014-2015 93.33%, 2015-2016 94.16%. The District's new hire retention rates are as follows: 2010-2011 45.45%, 2011-2012 56.52%, 2012-2013 66%, 2013-2014 75%, 2014-2015 82.86%, 2015-2016 79.31%. The District's overall new teacher retention rate from 2010-2016 is 75.53%.

The District has been collecting anecdotal evidence from new employees, via the onboarding process, relative to what attracted them to work as a teacher for the Bettendorf CSD. Exit surveys are sent electronically to all employees (including teachers) who resign their positions but the district has had great difficulty in getting exit surveys returned. All retiring employees are invited to meet with the superintendent to discuss their tenure with the school district and many of our retirees take advantage of this opportunity.

**Q7: 2a. Local TLC Goal**

Promote additional collaboration between and among our teacher teams to positively impact student achievement.

**Q8: 2b. To what extent has this goal been met?**

(no label)

Fully Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The Bettendorf Community School District contracted with the Center for Teaching Quality (CTQ) to conduct a second annual survey of all licensed instructional staff, including teachers, teacher leaders and building and district administrators. The survey was given near the end of the year and sought in part to evaluate how the Bettendorf TLC model affects collaboration and professional learning. The survey's overall response rate of 75% was strong, allowing for valid and reliable inferences about how the district staff perceive the TLC model and its early effects on collegiality, professional learning and student learning. These survey results still represent early implementation data as continued efforts were made in 2015-2016 to provide formal coaching training to all full-release teacher leaders. Results from the Spring 2016 survey designed to monitor formative results of the TLC model show that on nearly every indicator, Bettendorf CSD has shown marked improvement against its goals. Key findings of the study include the following: Principals' ratings as collaborative school leaders were significantly higher than in 2015, particularly in sharing leadership tasks within schools. There is a growing consensus among all educators that the supports offered through the TLC model in Bettendorf contribute to improved instruction as well as academic expectations and outcomes for students. Educators' sense of efficacy in their work is increasing, which research links with positive long-range effects on retention. Respondents continue to rate teacher leaders' collaborative influence on educators in all roles, including teachers within and outside of their buildings and on both school and district administrators, as having increased significantly since the implementation of the TLC model. School leaders are also rated significantly higher than in 2015 in their ability to support teachers' professional learning, especially in securing opportunities and resources for that learning to take place. Several measures related to the presence of collaborative culture and ability to respond to emerging needs within schools have improved since implementation of the TLC model, some significantly. Substantial majorities of respondents continue to agree or strongly agree that: Their work is valued by teachers (steady at 79%) and principals (+7 percentage points to 81%). They can work well with any teacher (+1 percentage points to 85%) or administrator (+5 percentage points to 87%) in their buildings. Most importantly, respondents continue to feel that collectively, the teachers in their schools can solve most any problem, no matter how difficult (+1 percentage point to 85%). This survey provides perceptual data that may or may not ultimately correspond to desired changes in student learning growth as it is too soon to determine whether these increases are statistically meaningful.

**Q10: 3a. Local TLC Goal**

Establish a process where teacher leaders can assist colleague through the continuous learning process.

**Q11: 3b. To what extent has this goal been met?**

(no label)

Fully Met

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The district continued to emphasize the peer review process during the 2015-16 school year. Once again, the Instructional Coaches and Curriculum & Professional Development Leaders (CPD) assisted in the process by either being a peer reviewer or by working with groups and/or pairs to support their goals related to the "Characteristics of Effective Instruction". Instructional coaches met individually with teachers to address areas of focus identified by the teacher. The New Teacher Center Collaborative Assessment Log (CAL) provided feedback and planning focus for the coaching process. Teachers were encouraged to include work with the coaches and/or peer reviewers in their portfolios for summative evaluation purposes. In addition to the peer review work, the Instructional Coaches provided the majority of mentoring to new second year teachers. Instructional Coaches provided 100% of the mentoring to new first year teachers. This work was aligned to "Characteristics of Effective Instruction". Next year the coaches will provide all mentoring to new teachers for two years and a year of mentoring to veteran teachers new to the district. Based on the PLC training and district expectations established in August 2015, all buildings implemented the PLC framework. CPD's led the work of "unpacking" standards following a consistent process. The District is providing a two day workshop through Solution Tree on writing common formative assessments on June 28 & 29 to move the PLC process forward. In the Bettendorf CSD Teacher Leadership & Compensation Model Year 2 Implementation Survey Report, conducted by the Center for Teaching Quality (CTQ), showed that on nearly every indicator, Bettendorf CSD has shown marked improvement against its goals. Several goal area results are included below.

- Principals' ratings as collaborative school leaders were significantly higher than in 2015, particularly in sharing leadership tasks within schools.
- There is growing consensus among all educators that the supports offered through the TLC Model in Bettendorf contribute to improved instruction as well as academic expectations and outcomes for students.
- Respondents continue to rate teacher leaders' collaborative influence on educators in all roles-including teachers within and outside of their buildings and on both school and district administrators-as having increased significantly since the implementation of the TLC Model.

The district also obtained input regarding the TLC Implementation from an internal staff survey created by HUMANeX Ventures. Based on feedback we saw that we had made progress on last year's goals of improved communication and delineation of coaching duties. We are now going to be focusing on better understanding and use of data when making instructional decisions to meet a increasingly diverse student population.

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**Q13: 4a. Local TLC Goal**

Serve as a vehicle to transform teaching and learning practices to increase overall student achievement and eliminate achievement gaps.

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**Q14: 4b. To what extent has this goal been met?**

(no label)

Fully Met

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**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The ultimate outcome of the District's TLC system is to increase student achievement and eliminate achievement gaps. The teacher leaders' daily work has focused on data analysis and adapting instruction to meet the needs of ALL students. This work will assist in guaranteeing alignment of efforts throughout the district in achieving growth for ALL our students. The evaluation of these efforts will continue to be done through students' success on standardized tests such as Iowa Assessment; as well as, proficiency and growth levels with FAST and MAP.

As a district, Bettendorf continues to achieve in the 80-90 percent range for number of students proficient on the Iowa Assessment. There were two grade levels (3rd & 5th) where the students averaged in the Advanced Range on Iowa Assessment in Math. Bettendorf students continue to perform at high levels on the Iowa Assessment but there is still room for improvement with increasing proficiency rates and closing the achievement gaps, especially within our Low SES and Special Education subgroups.

2015-16 was the district's second year using the FAST assessment system for literacy for grades K-5. Two out of the six grade levels (kindergarten & first grade) had an increase in percent proficient from fall to spring. This is down from the previous year where five out of six grade levels increased their percent proficient. Continual student growth and an increase in proficiency rates is expected as teacher leaders continue to work with teachers on instructional strategies within the Tier 1 and progress monitoring environments.

The MAP assessment is given at grades 6-9 for Reading and Math. The trend over the years has 90% or more of the students, at each grade level, showing some level of growth in Reading and Math as calculated by MAP. However, the percent of students reaching their projected growth are from the mid-50s to upper 60s. The 2015-16 MAP data is consistent with the trend data.

The Bettendorf district has done well in the State's Attendance Center Rankings. Bettendorf has one school, Thomas Jefferson Elementary, who received an Exceptional rating (84.0). Two buildings had a High Performance rating, Paul Norton Elementary (76.0) and Grant Wood Elementary (73.9). Neil Armstrong Elementary (72.4), Herbert Hoover Elementary (69.5), Bettendorf High School (66.1), and Bettendorf Middle School (65.2) all had a Commendable rating. Mark Twain Elementary (66.7) received an Acceptable rating.

The actual impact on student achievement results is limited with only two years of TLC completed and many of the data points being determined with only a year and a half of TLC implementation in place. The expectation is to see larger gains in overall student growth and closing of the achievement gaps in the coming years of TLC implementation. National Clearinghouse data will assist in tracking how Bettendorf students are doing in regards to being college and career ready.

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**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

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**Q16: 5a. Local TLC Goal**

Develop a culture of collegiality, trust and respect in which all teachers and administrators demonstrate and value the ability to collaborate, think critically and creatively and work in teams to continually improve the teaching and learning process.

**Q17: 5b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

The Bettendorf CSD has partnered with HUMANeX Ventures for the past four years (2013-present) to administer scientifically-validated culture assessments to all employees. This customized tool has enhanced our district's ability to better understand our employees, team and district's culture. The district utilizes this feedback annually to create goals and action plans aimed at continuous improvement at the building, team, and district administration center levels. The ultimate goal of this work is developing individuals and teams to effectively shape our future workforce and form a school community of excellence.

The HUMANeX InsighteX Cultural Assessment measures fifteen dimensions: Engaged-Inspire; Continuous Improvement; Pride; Support-Equip; Talent/Fit; Career Development; Recognition; Quality; Innovation; Communication; Satisfaction; Training & Development; Performance Planning; Relationships and Mission Conscious. The most recent assessment (March 2016) shown district-wide improvement in seven of the fifteen dimensions with the quality dimension staying the same at 4.23 on a 5 point Likert scale. Over a four year period of measurement, the district has seen increases or relative stability in employees indicating their satisfaction and engagement (48.7% in 2013; 73.7% in 2015 and 72.7% in 2016) in their roles while also seeing consistent decreases in those acknowledging disengagement and dissatisfaction (3.02% in 2013; .87 in 2015 and 1.39% in 2016).

<b>Q19: 6a. Local TLC Goal</b>	<i>Respondent skipped this question</i>
<b>Q20: 6b. To what extent has this goal been met?</b>	<i>Respondent skipped this question</i>
<b>Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>	<i>Respondent skipped this question</i>

**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

The results of several surveys, as well as, internal conversations at the administrative level will lead to some adjustments to the TLC implementation for 2016-17. The staff surveys have indicated an improvement in trusting relationships between staff, coaches & CPD's as well as more positive beliefs from the principals about the expanding power of teachers (3.63-3.92 before TLC 2016) and the idea that involving others in decision making will produce better decisions (3.56-3.91 before TLC 2016) based on the Center for Teacher Quality Survey. Coaches & CPD's met in April to reflect on the work of the TLC and made several recommendations which will be followed in 2016-17.

Model teacher & Coach/CPD collaboration: currently Model Teachers, Coaches & CPD's do not have a structured protocol for collaboration. As Model Teachers are a component of the entire TLC program, this proposal provides a structure for Model Teacher-Instructional Coach/CPD collaboration to support them as models of exemplary teaching practice. Sometime during the summer before the school year starts, each building's model teachers, coaches, CPD's, principals & central office administrators will hold an initial meeting to create a plan for the year using quarterly goals to reach an end goal.

Clarification of TLC roles & responsibilities: As a district we continue to reflect on practices at the district as well as building level related to roles. We will view the Steve Barkley webinar with principals and TLC full release staff to further delineate roles moving forward. We will incorporate these decisions in work with Model Teachers.

Based on another Coach & CPD recommendation, a formula will be developed for logging time spent co-teaching with new or veteran teachers and short term subbing so that the full release TLC staff will be able to meet our grant's expectation to be in the classroom for one semester every five years. In this way the requirement can be met while still moving teacher practice forward.

BCSD has embraced the concept of personalized/blended learning. In an effort to support teachers as they thoughtfully integrate technology into their classrooms, two additional coaches have been hired for 2016-17. They will join two other coaches with a technology focus so that our eight buildings & Edison staff will have coaching available as they move forward with personalized learning opportunities for students.

Coaches & CPD's will continue to support the work of PLC's in all buildings. An additional 50 staff members will be attending Solution Tree conferences this summer. Principals, coaches & CPD's will work closely with this group to expand leadership and understanding of the PLC framework.

The district believes that the adjustments made based on feedback following Year2 of the TLC will enhance the effectiveness of the process.

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**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

- 1) During the 2015-16 school year, the Curriculum Professional Development teacher leaders (CPDs) have been working with teachers in their Professional Learning Communities (PLC) at all three levels with prioritizing & unpacking standards and developing formative assessments. The CPDs have been conducting individualized PD to small groups in areas of instructional strategies, technology integrations, assessment development, and PLC development. The CPDs are in their second year of attending New Teacher Center training with the Instructional Coaches. All three CPDs have attended professional development in the areas of Project Based Learning and Personalized/Blended Learning. The STEM CPD has been working with teachers on NGSS implementation as well as STEM opportunities.
  - 2) Classroom visits to Model Teachers' classroom have increased this year. Last summer the Model Teachers received training on reflective practice and will follow that up with training in Personalized/Blended Learning strategies. The Model Teachers also attended the National ASCD Conference in Atlanta where they had the opportunity to receive professional development in many different areas.
  - 3) All of the Instructional Coaches attended the Solution Tree workshops related to Professional Learning Communities (PLC) last summer. They have all played key roles in moving the PLC process along in buildings. They will continue PLC training this summer as Bettendorf is hosting a 2-day workshop in June on common formative assessments. In addition, the Instructional Coaches have received training related to the personalized/blended learning work and will be key support in buildings in that arena as well.
  - 4) Instructional Coaches provided all mentoring support to first year teachers and many of the second year teachers as well. Next year the coaches will be providing the mentoring support to new teachers and teachers new to the district. This process has allowed them to co-plan, co-teach, model and in assist new staff in reflection and revision of instruction based on data.
  - 5) Instructional Coaches and CPDs met monthly in-house for collaboration and networking for 90 minutes and then the elementary coaches met an additional 90 minutes for data review and to discuss topics more directly related to elementary. Coaches also had the option to meet with a coach for them through the AEA; some of the coaches worked with that individual on a 1:1 basis.
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## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.